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ABSTRACT

This study guide is designed for individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in school psychology. The five broad subareas from the field selected for the test are: (1) professional practice; (2) school organization and instruction; (3) human growth and psychological development; (4) psychological assessment and diagnosis; and (5) consultation and intervention strategies. A list of content objectives for each of these subareas is provided, accompanied by a general reference list of readings. A list is also included of professional journals related to general psychology as well as a reference list for more specific topics and special interests related to school and general psychology. (JD)

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STUDY GUIDE FOR TCT IN SCHOOL PSYCHOMETRY/SCHOOL PSYCHOLOGY

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

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This Study Guide is designed for those individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in School Psychology. While the TCT may be taken at any time, the Study Guide will be most useful for those who have completed their coursework at the fifth year level. The criterion-referenced test was developed in order that examinees might demonstrate minimal competency in school psychology. The five broad subareas from the field of school psychology which were selected are:

I. Professional Practice
II. School Organization and Instruction
III. Human Growth and Psychological Development
IV. Psychological Assessment and Diagnosis
V. Consultation and Intervention Strategies

The objectives for the subareas were reviewed by certified and practicing school psychologists in Georgia and only those objectives considered to be most job related were selected.

As an aid to preparation or remediation for the TCT examination, the following lists have been included in this guide:

1. A list of content objectives for each of the subareas
2. A general reference list of readings for the subareas
3. A list of professional journals related to general psychology
4. A reference list for more specific topics and special interests related to school and general psychology.

The readings selected cover several objectives from the content subareas. While they were selected primarily from a list of currently used reading materials from state approved college and university school programs, it should be remembered that there are many other excellent books which have not been listed that the examinee may want to review. The listing of these numerous sources does not mean that all are needed to grasp a particular concept or meet a given objective. An asterisk preceding a reading indicates that this material is highly recommended.

When preparing for the TCT it is suggested that you review each content objective. Compilation of a list of those objectives on which you feel weakest will serve as a guide for selecting specific readings from the references listed.

In addition to the content objectives and readings that will follow, you should be aware that:

1. The TCT items are multiple choice with four (4) possible answers.
2. There are no penalties for guessing when you are unsure of an answer.
3. Not all the broad subareas have the same number of questions. The number of questions in each subarea is indicated by the asterisks appearing next to each subarea listed below:

IV. *** (Psychological Assessment and Diagnosis)
III. *** (Human Growth and Psychological Development)
V. ** (Consultation and Intervention Strategies)
I. ** (Professional Practice)
II. * (School Organization and Instruction)

4. In order to pass the TCT one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Georgia Teacher Certification Testing Program

Field 25: School Psychology

I. PROFESSIONAL PRACTICE

Identify purposes of school psychological services (e.g., assessing and alleviating student learning or behavior problems.)

Demonstrate an understanding of federal or state regulations regarding due process.

Analyze the issue of confidentiality as it relates to school psychology (e.g., privileged communication, record keeping, release of information).

Distinguish between ethical and unethical practices related to school psychology.

Identify professional publications or organizations in the field of school psychology.

Demonstrate an understanding of the provisions of the Family Rights and Privacy Act (Public Law 93-380).

Demonstrate an understanding of the provisions of the Education of the Handicapped Act (Public Law 94-142) and/or Section 504 of the Rehabilitation Act that pertain to the practice of school psychology.

Demonstrate an understanding of Georgia State Department regulations that pertain to programs for exceptional students.

Demonstrate an understanding of APA and/or NASP standards that pertain to the provision of school psychological services.

II. SCHOOL ORGANIZATION AND INSTRUCTION

Identify examples of instructional objectives.

Identify the appropriate teaching strategy in a given situation.

Analyze the use of individualized learning.

Demonstrate an understanding of principles and/or procedures of classroom management.

Analyze the effect of the learning environment on student behavior.

Demonstrate an understanding of service delivery models pertaining to special education (e.g., self-contained classroom, resource room).

II. SCHOOL ORGANIZATION AND INSTRUCTION (cont.)

Identify special education program areas.

Identify preassessment requirements (e.g., hearing and vision screening, appropriate permission forms).

III. HUMAN GROWTH AND PSYCHOLOGICAL DEVELOPMENT

Demonstrate an understanding of physical development in early childhood, middle childhood, and/or adolescence.

Demonstrate an understanding of motor development in early childhood.

Demonstrate an understanding of cognitive development in early childhood, middle childhood, and/or adolescence.

Demonstrate an understanding of emotional development in early childhood, middle childhood, and/or adolescence.

Demonstrate an understanding of social development in early childhood, middle childhood, and/or adolescence.

Demonstrate an understanding of language development in early childhood.

Demonstrate an understanding of sexual development in adolescence.

Demonstrate an understanding of developmental issues which are common among young children (e.g., dependency, aggression, sex roles).

Demonstrate an understanding of developmental issues which are common among preadolescent children (e.g., morality, competition, self-esteem).

Demonstrate an understanding of developmental issues common among adolescents (e.g., sex-role identification, self-concept, sexuality).

Demonstrate an understanding of the development of the peer group.

Demonstrate an understanding of adolescent peer culture.

Analyze familial influences on psychological development.

Analyze peer influences on psychological development.

Analyze school influences on psychological development.

Analyze community influences on psychological development.

Analyze cultural influences on psychological development.

Identify major theories and/or theorists in the area of learning.

Identify processes of memory (e.g., recall, recognition, relearning, redintegration).

Demonstrate an understanding of the processes of perception (i.e., the five senses).

Demonstrate an understanding of operant conditioning.

Demonstrate an understanding of major theories of motivation.

Analyze the effects of stress and/or anxiety on emotional development.

Analyze the relationship between frustration and motivation.

Identify types of defense mechanisms (e.g., rationalization, repression, projection) and/or their functions.

Identify types or characteristics of behavioral disorders in childhood and/or adolescence (e.g., attention deficit disorder, conduct disorder).

Identify types or characteristics of emotional disorders in childhood and/or adolescence (e.g., anxiety disorders).

Identify types or characteristics of physical disorders in childhood and/or adolescence (e.g., eating disorders, enuresis, stereotyped movement disorders).

Identify types or characteristics of developmental disorders in childhood and/or adolescence (e.g., pervasive, specific).

Identify types and/or characteristics of substance abuse disorders.

IV. PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

Demonstrate an understanding of techniques used in the observation of students for assessment purposes.

Identify characteristics or uses of rating scales, checklists, and/or ranking scales in assessment.

Identify the characteristics or uses of cumulative and/or anecdotal records.

Identify techniques or uses of interviews (e.g., student, parent) for assessment purposes.

Identify characteristics or uses of intelligence tests.

Identify characteristics or uses of achievement tests.

Identify characteristics or uses of adaptive behavior tests.

Identify characteristics or uses of readiness tests.

Identify characteristics or uses of personality tests.

Identify characteristics or uses of perceptual-motor tests.

Select an appropriate assessment procedure for a given purpose.

Demonstrate an understanding of appropriate ways to sequence assessment procedures.

Demonstrate an understanding of the process of interpreting or synthesizing test data.

Identify classifications of mentally handicapped students.

Identify classifications of emotionally disturbed students.

Identify classifications of learning disabled students.

Identify classifications of multiply handicapped students.

Identify classifications of gifted and talented students.

Identify characteristics of mentally handicapped students.

Identify characteristics of emotionally disturbed students.

Identify characteristics of learning disabled students.

Identify characteristics of physically handicapped students.

Identify characteristics of visually impaired students.

Identify characteristics of hearing impaired students.

Identify characteristics of multiply handicapped students.

Identify characteristics of gifted and talented students.

Identify characteristics of the slow learner.

Identify characteristics of neurological learning disorders.

Identify characteristics of perceptual-motor learning disorders.

Identify characteristics of reading or writing disorders.

IV. PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS (cont.)

Identify characteristics of speech disorders.

Identify uses of test instruments (e.g., prediction, selection, classification).

Demonstrate an understanding of the concept of validity as it relates to test instruments.

Demonstrates an understanding of the concept of reliability as it relates to test instruments.

Distinguish between norm-referenced and criterion-referenced tests.

Demonstrate an understanding of the process of developing norms (e.g., sampling procedures).

Interpret normative information (e.g., grade equivalence, percentile ranks, standard scores, age norms, stanines).

Demonstrate an understanding of descriptive statistics (e.g., central tendency, variability).

V. CONSULTATION AND INTERVENTION STRATEGIES

Demonstrate an understanding of appropriate applications of consultation skills.

Demonstrate an understanding of issues and/or procedures involved in consulting with other professionals regarding a student.

Demonstrate an understanding of basic principles and/or techniques of individual counseling.

Demonstrate an understanding of basic principles and/or techniques of group counseling.

Demonstrate an understanding of basic principles and/or techniques of family counseling.

Demonstrate an understanding of basic principles and/or techniques of behavioral classroom interventions.

Demonstrate an understanding of principles and/or techniques of crisis intervention.

Demonstrate an understanding of issues and/or procedures involved in referring students for further services.

Demonstrate an understanding of procedures involved in modifying curriculum to meet the needs of special needs students.

Analyze issues involved in the placement of students.

Demonstrate an understanding of factors or procedures involved in the development, implementation, and/or evaluation of an individualized education program (IEP).

Analyze the role of the multidisciplinary team in special education.

Subarea I. Professional Practice:

American Psychological Association Specialty Guidelines for the Delivery of Services by School Psychologists. American Psychologist, 1981, 36, 670-681.

NASP Standards for the Provision of School Psychological Services. Washington, D. C.: National Association of School Psychologists, 1978.

Bardon, J. I. & Bennett, V. C. School psychology. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Monroe, V. Roles and status of school psychology. In Phye, G. & Reschly, D. (Eds.), School psychology: Perspectives and Issues. New York: Academic Press, 1979.

Program for exceptional children: Regulations and procedures. Atlanta: Georgia Dept. of Education, 1982.

School psychological services handbook. Atlanta: Division of Standards and Assessment, Georgia Dept. of Education, 1982.

Spadafore, G. J. School psychology: Issues and answers. Muncie, IN: Accelerated Development, 1981.

*Reynolds, C. R. & Gutkin, T. P. (Eds.). A handbook for school psychology. New York: Wiley, 1982.

Subarea II. School Organization and Instruction:

Blackham, D. J. & Silberman, A. Modification of child behavior. Belmont, CA: Wadsworth, 1971.

Blanco, R. G. Prescriptions for children with learning and adjustment problems. Springfield, ILL: Thomas, 1972.

Bugelski, B. R. The psychology of learning applied to teaching. New York: Bobbs-Merrill, 1971.

Martin, R. & Lauridsen, D. Developing student discipline and motivation. Champaign, ILL: Research Press, 1975.

*Meadows, F. B. Wallbrown, F. H., & Litwack, L. (Eds.). Using guidance skills in the classroom. Springfield, ILL: Thomas, 1982

O'Leary, K. & O'Leary, S. Classroom management. Elmsford, NY: Pergamon Press, 1977.

Otto, W. McMenemy, R. A., & Smith, R. J. Corrective and remedial teaching. Boston: Houghton Mifflin, 1973.

Peter, J. J. Prescriptive teaching. New York: McGraw-Hill, 1965.

Swift, M. S. & Spivack, G. Alternate teaching strategies: Helping behaviorally troubled children achieve. Champaign, ILL: Research Press, 1975.

Worell, J. & Nelson, C. Managing instructional problems. New York: McGraw-Hill, 1974.

Subarea III. Human Growth and Psychological Development.

Birren, J. E., Kinney, D. K., Shaie, K. W., & Woodruff, D. S. Developmental psychology. (2nd ed.). Boston: Houghton-Mifflin, 1981.

Craig, G. J. Human development. (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1980.

Gander, M. & Gardiner, H. Child and adolescent development. Boston: Little, Brown, 1981.

Liebert, R., Poulos, R. & Marmor, G. Developmental psychology (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1977.

Meadows, F. B., Wallbrown, F. H., & Litwack, L. (Eds.). Using guidance skills in the classroom. Springfield, ILL: Thomas, 1982.

*Mussen, P., Conger, J., & Kagan, J. Essentials of child development and personality. New York: Harper and Row, 1980.

Noshpitz, J. D. (Ed.). Basic handbook of child psychiatry (Vol. I). New York: Basic Books, 1979.

Rice, F. P. The adolescent: Development, relationships, and culture (3rd ed.). Boston: Allyn and Bacon, 1981.

Subarea IV. Psychological Assessment and Diagnosis:

*American Psychiatric Association. Diagnostic and statistical manual of mental disorders (3rd ed.). Washington, D. C.: American Psychological Association, 1980.

Exner, J. E. The rorschach: A comprehensive system (Vol. 1). New York: Wiley, 1974.

Exner, J. E. The rorschach: A comprehensive system (Vol. 2). New York: Wiley, 1977.

Kaufman, A. Intelligent testing with the WISC-R. New York: Wiley, 1979.

*Knopf, I. J. Childhood psychopathology. Englewood Cliffs, NJ: Prentice-Hall, 1979.

Quay, H. C. & Werry, J. S., Psychopathological disorders of childhood (2nd ed.) New York: Wiley, 1979.

Reynolds, C. R., & Gutkin, T. P. (Eds). A handbook of school psychology. New York: Wiley, 1982.

Salvia, J. & Ysseldyke, J. Assessment in special and remedial education. Boston: Houghton Mifflin, 1981.

*Sattler, J. M. Assessment of children's intelligence and special abilities. Boston: Allyn and Bacon, 1982.

Subarea V. Consultation and Intervention Strategies.

Agee, V. L. Treatment of the violent incorrigible adolescent. Lexington, KY: , 1979.

Brown, D., Blackburn, J., Wyne, M., & Powell, W. Consultation: Strategy for improving education. Boston: Allyn and Bacon, 1979.

Hammill, D. D., & Bartel, N. R. Teaching children with learning and behavioral problems. Boston: Allyn and Bacon, 1975.

Jones, V. F. Adolescents with behavior problems: Strategies for teaching, counseling, and parent involvement. Boston: Allyn and Bacon, 1980.

Kurpius, D., & Brubaker, J. Psychoeducational consultations: Definition--functions--preparation. Bloomington, IN: Indiana Univ., 1976.

Losen, S. M., & Diament, B. Parent conferences in the schools. Boston: Allyn and Bacon, 1978.

Meadows, F. B., Wallbrown, F. H., & Litwack, L. (Eds.). Using guidance skills in the classroom. Springfield, ILL: Thomas, 1982.

*Meyers, J., Martin, R., & Hyman, I. School consultation. Springfield, ILL: Thomas, 1977.

Simpson, R. I. Conferencing parents of exceptional children. Rockville, MD: Aspen, 1982.

Worell, J., & Nelson, C. Managing instructional problems. New York: McGraw-Hill, 1974.

PROFESSIONAL JOURNALS RELATED TO SCHOOL PSYCHOLOGY

American Psychologist (APA)

School Psychology Review (NASP)
formerly School Psychology Digest

Professional Psychology

Journal of School Psychology

Psychology in the Schools

Journal of Educational Psychology

Child Development

Developmental Psychology

Academic Therapy

Journal of Personality and Social Psychology

Journal of Abnormal Child Psychology

Journal of Applied Behavior Analysis

Behavior Therapy

Exceptional Children

Journal of Learning Disabilities

Subarea I. Professional Practice.

Gradler, G. Ethical and legal factors in the practice of school psychology. Columbia, SC: G. Gradler. Dept. of Psychology. Univ. of South Carolina, 1975.

Hobbs, N. Futures of children. San Francisco: Jossey-Bass, 1975.

Hobbs, N. Issues in classification of children (Vols. 1 & 2). San Francisco: Jossey-Bass, 1975.

Kratochwill, T. Advances in school psychology (Vol. 1). Hillsdale, NJ: Lawrence Ehrlbaum, 1981.

Martin, R. Educating handicapped children. Champaign, ILL: Research Press, 1979.

Subarea II. School Organization and Instruction.

Brophy, J., & Good, T. Teacher-student relationships: Causes and consequences. New York: Holt-Rinehart-Winston, 1974.

Clark, F., Evans, D., & Hamerlynck, L. (Eds.). Implementing behavioral programs for schools and clinics. Champaign, ILL: Research Press, 1972.

Haring, N., & Phillips, E. Analysis and modifications of classroom behavior. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Heidmann, M. A. The slow learner in the primary grades. Columbus, O: Merrill, 1973.

Includes instruction in diagnosis, classroom organization, remedial training and an extensive list of commercial materials available to teachers and parents for use with this handbook's program.

Insel, P., & Jacobson, L. (Eds.) What do you expect? An inquiry into self-fulfilling prophecies. Menlo Park, CA: Cummings, 1975.

Meyers, J., Parsons, R., & Martin, R. Mental health consultation in the schools. San Francisco: Jossey-Bass, 1979.

Parker, C. (Ed.). Psychological consultation: Helping teachers meet special needs. Reston, VA: Council for Exceptional Children, 1975.

Rogers-Warren, A., & Warren, S. (Eds.) Ecological perspectives in behavioral analysis. Baltimore: University Park Press, 1977.

Sheppard, W., Shank, S., & Wilson, D. Teaching social behavior to young children. Champaign, ILL: Research Press, 1973.

Subarea III. Human Growth and Psychological Development.

Berzonsky, M. Adolescent development. New York: MacMillen, 1981.

Brackhill, Y. (Ed.) Infancy and early childhood: A handbook and guide to human development. New York: Free Press, 1967.

Pages 492-502 deal with the development of emotional behavior and personality in early childhood (Objective 4).
Pages 397-426 include information on the development of social behavior in early childhood (Objective 5).
Pages 289-357 cover language development through the first four years (Objective 6).

Breckenridge, M. E., & Murphy, M. N. Growth and development of the young child. Philadelphia, PA: W. B. Saunders, 1964.

Chapter 2, pp. 36-94, relates to family issues (Objective 13)

Dacey, J. Adolescents today. Santa Monica: Goodyear, 1979.

Brief discussion of the onset of sexual development in adolescence and the questions raised at this time.
Chapter 3, pp. 73-100 (Objective 7)
Relationships with peers and group identity. Chapter 7. pp. 179-208. (Objective 11)

Dusek, J. Adolescent development and behavior. Chicago: Science Research Associates, 1977.

Chapter 11, pp. 234-260, presents a brief account of adolescent sexual behavior and related problems.

Chapter 9, pp. 171-200, presents a review of peer group influences on adolescent development.

Elkind, D. A sympathetic understanding of the child: Six to sixteen. Boston: Allyn and Bacon, 1971.

Pp. 11-37 and 93-121 include information concerning personal and social development during middle childhood, late childhood, and adolescence. (Objective 5)

Endler, N., Boulter, L., & Osser, H. Contemporary issues in developmental psychology (2nd ed.). New York: Holt, Rinehart, and Winston, 1976.

Pages 568-585 deal with child and adult moral development.
Pages 76-88 discuss development of self-concept. (Objective 9)

Erikson, E. Childhood and society. New York: W. W. Norton, 1963.

This book deals with Erikson's general theory of development and how the socio-cultural traditions of society impinge upon children and shape their behavior. (Objectives 4, 5, and 13)

Erikson, E. H. Identity: Youth and crisis. New York: W. W. Norton, 1968.

Includes information on development of identity and common adolescent crises. Also discusses the entire life cycle. (Objective 10)

Faw, T. Schaum's outline of theory and problems of child psychology. New York: McGraw-Hill, 1980.

Summary presentation of early, middle and adolescent cognitive development in chapters 12, 17, and 21.

Flavell, J. Cognitive development. Englewood Cliffs, NJ: Prentice- Hall, 1977.

Forman, G., & Segil, I. Cognitive development: A life-span view. Monterey, CA: Brooks/Cole, 1979.

Presents and compares a wide variety of views concerning cognitive development. Outlines thought patterns and describes the changes that occur across the life-span.

Gesell, A., Ilg, F., & Ames, L. Infant and child in the culture of today. New York: Harper & Row, 1974.

Outlines specific techniques for effective guidance and psychological care for infants and children through the age of five.

Kauffman, J. M. Characteristics of children's behavior disorders. Columbus, O: Merrill, 1977.

Chapter 3 deals with conceptual models of how families influence development of children. (Objective 13)

Levine, M. I., & Seligmann, J. H. The parent's encyclopedia of infancy, childhood, and adolescence. New York: Crowell, 1973.

This single volume encyclopedia includes information and instruction in the areas of: development; health; medicine; first aid; behavior disorders; guidance and discipline; learning and education; family life. Appendices include mental health and genetic counseling clinics and government and charitable agencies.

McCandless, B. R. Children: Behavior and development (2nd ed.). Atlanta: Holt, Rinehart, & Winston, 1967.

Chapter 10, pp 415-445, relates to adolescence. (Objective 10)
Chapter 14, pp. 575-610, relates to school influences on psychological development. (Objective 15)

McDavid, J. W., & Garwood, S. G. Understanding children. Lexington, Mass.: Heath, 1978.

Munn, N. L., Fernald, L. D., & Fernald, P. S. Basic psychology. Atlanta: Houghton Mifflin, 1972.

Chapter 2, pp. 310-341, covers the emotional development of the individual (Objective 4)
Chapter 15, pp. 440-482, deals with adolescence. (Objective 10)

Phillips, J. L. Piaget's theory: A primer. San Francisco: W. H. Freeman, 1981.

Simplified, easy to read introduction to Piaget's model. Offers the reader a basic understanding of Piaget's views on conservation and gives chapter breakdowns of his periods and stages.

Schuster, C. and Ashburn, S. The process of human development: A holistic approach. Boston: Little, Brown, 1980.

Brief presentation of aggression in the development of self-control. pp. 281-283.
Psycho-social development in young children. pp. 383-402. (Objective 8)

U. S. Department of Health, Education, and Welfare. Learning to talk: Speech, hearing, and language problems in the pre-school child. Washington, D. C.: U. S. Government Printing Office, 1977.

Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
Discusses language development from ages one through seven. (Objective 6)

Subarea IV. Psychological Assessment and Diagnosis:

Clarizo, H. G., & McCoy, G. F. Behavior disorders in school-aged children. Scranton: Chandler, 1970.

An introduction to the field of behavior disorders in children. The information is presented in three major areas: (1) normality; (2) major disorders and their symptoms, etiology, and treatment; (3) intervention and prevention strategies.

Harris, D. Children's drawings as measures of intellectual maturity. New York: Harcourt Brace Jovanovich, 1963.

Kaluger, G., & Kolson, C. Reading and learning disabilities. Columbus, O: Merrill, 1969.

Both informal and specific techniques of diagnosis are covered in detail. Remediation techniques are outlined for tactile, aural-verbal, and visual skills; for perceptual motor and cognitive abilities; and for other problems commonly associated with reading disabilities.

Koppitz, E. The Bender Gestalt test for children. New York: Grune & Stratton, 1963.

Subarea V. Consultation and Intervention Strategies:

Atwell, A. A. The school psychologists handbook. Los Angeles, CA: Western Psychological Services, 1974.

A concise guide to aid in finding a starting place in the identification and treatment of school difficulties. Includes sample referral forms and reporting outlines, suggestions for the remediation of perceptual, behavioral, and learning difficulties, points on handling the initial referral, and a glossary of terms commonly encountered by the School Psychologist.

Blanco, R. F. Prescriptions for children with learning and adjustment problems. Springfield, ILL: Thomas, 1972.

A "cookbook" approach to learning and behavior problems. Combines over 3,700 recommendations from 146 psychologists into easy-to-follow guide.

Carter, R. Help! These kids are driving me crazy. Champaign, ILL: Research Press, 1972.

Deals with classroom management of young children.

Chaney, C. M., & Miles, N. Remediating learning problems: A developmental curriculum. Columbus, O: Merrill, 1974.

Provides a curriculum for children who have learning disabilities, who are retarded, or who are culturally deprived. Also gives suggestions for teaching normal children.

D'Amelio, D. Severely retarded children: Wider horizons. Columbus, O: Merrill, 1971.

Points out physical limitations of the severely retarded child and suggests ways of overcoming these limitations. Presents activities for academic skills (reading, writing, and arithmetic) and for motor skills.

Dustin, R., & George, R. Action counseling for behavior change. New York: Intext Educational Publishers, 1973.

Goodfriend, R. S. Power in perception for the young child. New York: Teachers College Press, 1972.

A program composed of prescribed sequences of perceptual training moving from activities relating to the whole body, to symbolic representations.

Home, L., Csanyi, A., Gonzales, M., & Rechs, J. How to use contingency contracting in the classroom. Champaign, ILL: Research Press, 1970.

Deals with management of secondary school-aged children.

Kennedy, E. C. Classroom approaches to remedial reading. Itasca, ILL: Peacock, 1971.

Gives a concise coverage of diagnosis and remediation of reading disabilities.

Kirk, S. A. The diagnosis and remediation of psycholinguistic disabilities. Chicago: Institute for Research on Exceptional Children, 1966.

Lahey, B., & Kazdin, A. (Eds.). Advances in clincal child psychology. New York: Plenum Press, 1977.

Lerner, J. W. Children with learning disabilities. Boston: Houghton Mifflin, 1971.

Emphasis on teaching strategies for difficulties in the areas of sensory-motor and perceptual-motor development, memory, language, and cognitive skills.

Otto, W., McMenemy, R. A., & Smith, R. J. Corrective and remedial teaching. Boston: Houghton Mifflin, 1973.

Focus of this book is on the underachiever. Instruction guide for spelling, arithmetic, listening, handwriting, and oral and written expression.

Valett, R. E. The remediation of learning disabilities. Palo Alto, CA: Fearon, 1967.

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Subarea V. (cont.)

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Entire issue deals with consultation.